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Executive Registry

77-6693

DDA 77-1391

14 March 1977

MEMORANDUM FOR: Director of Central Intelligence

FROM : John F. Blake
Deputy Director for Administration

SUBJECT : DDA Office Directors' Management
Conference, 18-20 March 1977

1. This Directorate has periodic conferences of its Office Directors and senior Staff Officers that are traditionally held at [REDACTED]

25X1A

2. Such a conference has been scheduled from 18-20 March 1977. The Office Directors, Mr. Michael J. Malanick, my Associate, and myself will be leaving Washington for the [REDACTED] at approximately 3:30 p.m. on Friday, 18 March, with a return to Washington at approximately 2:30 p.m., Sunday, 20 March. [REDACTED] Deputy Director of Personnel, will be the senior Directorate officer on duty during my absence. Secure telephonic communications are available between Headquarters and the [REDACTED]

25X1A

25X1A

25X1A


John F. Blake

Distribution:

Orig - DCI
1 - DDCI
1 - Exec. Secretary
1 - ER
1 - D/OPS Center
1 - D/OS (Attn: Sec. Duty
Office)

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Approved For Release 2001/08/14 : CIA-RDP80-00473A000300020004-7

 ing: DDA Division Chiefs' Steering Group
Report to DDA and ADDA
Date : Friday, 4 March 1977
Time : 3:00 - 4:00 p.m.
Room : DDA Conference Room

Attendees: See Attached List

Del/4 Mar

*Registry - File w/ back ground on "DDA
Division Chiefs Conference"* Del

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AGENDA

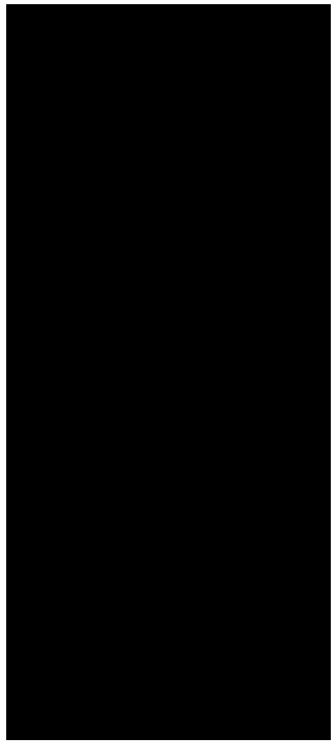
DDA DIVISION CHIEFS' CONFERENCE
STEERING GROUP

REPORT TO DD/A AND ADD/A

4 March 1977

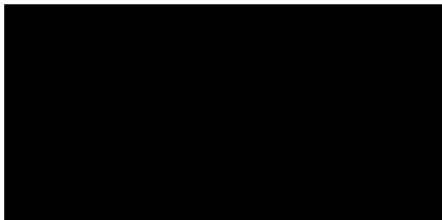
STATINTL

Introductory Statement
Report on Session with Mr.
Lapham, General Counsel
Report on Conference Discussion
Topics
 Personnel Management
 Care and Feeding of
 Division Chiefs
 Communication in the
 Directorate
 Creativity and Control
Recommendation of Agenda Items for
Office Directors' Conference



ADDITIONAL ATTENDEES:

Mr.
Mr.
Mr.
Ms.
Ms.



STATINTL

STATINTL

Can 2 Feeding of Dimin Chief!

He - largely runs

Should take risks, some failures should be tolerated
Costs on Dimin Chief tolerable

STATINTL

Communication in the District

"A caught the 7th Flare is greenish,
the time I hear it."

This are somewhat disturbing

STATINTL

Control & Creating

STATINTL

Sophisticated Presentation -

Comprehensive 5 years review of OAC

Role of AG in management because of right of veto
Litigation load

He mentioned ruling on propriety as well as legality

STATINTL

Personnel Management -

Personnel Handbook

1st Page: LOI; Definitions in Federal Dept's; Competitive
Descriptors causing trouble;

Employee Concerns

Summary should be broken out by Directorate -
may be also age & grade

Commitment of Mgt to do something with results
of survey

Personnel Administration

Applicant Processing Time

Are we looking for over-qualified candidates

Use of Assessment Center

Training

Rating for Mid-Level, etc

Personnel Planning

Check thoroughly on the Senior Personnel Program

DDA 77-1264

DD/A Registry

File *Meetings*

7 MAR 1977

Mr. Thomas P. Murphy
U.S. Civil Service Commission
Director, Federal Executive Institute
Charlottesville, Virginia 22903

Dear Tom:

I return only a very slightly edited transcript that you were good enough to refer to me in your letter of March 4, 1977.

Like yourself, I too believe this session was a great success. It was a pleasure for me to make your acquaintance and to see the fine Institute that you have the privilege of heading.

STATINTL

Sincerely,

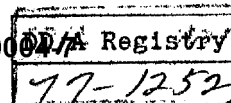
[Redacted Signature]

John F. Blake
Deputy Director
for
Administration

Enclosure

Orig - Adse
1 - DDA Subject w/ref (DDA 77-1252 and
Encl (DDA excerpted remarks at
Asst. Secretary's Program/FEI, 8-9,
Dec 1976
1 - DDA Chrono w/o encl & ref
1 - JFB Chrono w/o encl & ref
DDA:JFBBlake:der (7 March 1977)





U.S. CIVIL SERVICE COMMISSION
FEDERAL EXECUTIVE INSTITUTE

ROUTE 29 NORTH
CHARLOTTESVILLE, VIRGINIA 22903

804-296-0181
(FTS-937-1295)

March 4, 1977

Honorable John F. Blake
Deputy Director for Administration
Central Intelligence Agency
Washington, D. C. 20505

Dear Jack:

At long last we are preparing to move forward with several publications arising from the Assistant Secretary Workshop on December 8 and 9. Enclosed are one or more excerpts from the edited transcript to which you are referred. Although the cameras were working and everything was being recorded, I felt that there might be a case or two where someone would prefer not to have statements attributed.

If you will be so kind then, please give us a quick response indicating whether you have any objection to being quoted in the manner indicated. Also, if there is some inaccuracy in what appears or you have some minor revisions that will make you feel more comfortable, then please suggest those. They certainly would be within the realm of editorial license.

You will, of course, receive a copy of the whole document when we have clearances from all the other people involved. I think the final product includes a tremendous amount of substance and that the program met its objectives with much to spare. Thank you once again for your cooperation and participation.

Sincerely,

A handwritten signature in cursive script that reads "Tom".

Thomas P. Murphy
Director

Enclosure

Our team had more commonality of interest from a functional point of view than the other two groups did, and I suspect because of that, we may have had a bit of a bias in putting together our thoughts and observations. We all represent management or administration.

The basic task was to comment on strategies or techniques which, if adopted, might lead to success in fulfilling those responsibilities. I would like to mention three that come to my mind. They are primarily associated with those who are performing a senior managerial or administrative role in life.

I think that if one bears in mind three principles, one has a fair chance at success. First, keep in mind that management and administration are not an end but a means to an end. Put the function in the proper perspective, both to yourselves and for those on the receiving end. I've seen many individuals both in my own organization and in others who sometimes get a little confused by whether administration is an end in itself or a means to an end. I think if he or she who administers bears in mind that it is a means to an end, the other individuals in the organization will also understand it. And, you will have a better acceptance for doing what you are doing.

Secondly, I think that one must bear in mind that there is more

Blake -35

than one solution to a problem. It is so easy in life to say "no," but it is somewhat difficult in life to try to think through that first no and see if there is another way to find a way to say "yes." Most of the time, if one continues to examine a problem and understand it, generally some kind of successful answer instead of an absolute, unequivocal "no" can be found.

The third principle I would bear in mind is that if there is no other answer but "no," it is much more acceptable if a reasonable statement goes with it as opposed to a flat negative response. I believe that most people in life are reasonable and fair, and if you can explain why the answer has to be negative or affirmative, and if you can explain in a constructive manner that you've tried to take a step to solve the problem, but unfortunately couldn't find one, most people will accept it.

In our group, an interesting example came up which I think is sort of unique in government, and it bears on your point. I believe it was John Richardson who brought it up. In the Department of State the system there, as I understand it today, is that with the exception of two Assistant Secretaries all the other Assistant Secretaries are Foreign Service Officers, who have been presidentially appointed and Senate confirmed; but if they are removed, they revert again to Foreign Service duty. In one sense, it appears to be the best of all worlds.



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U.S. CIVIL SERVICE COMMISSION
FEDERAL EXECUTIVE INSTITUTE

ROUTE 29 NORTH
CHARLOTTESVILLE, VIRGINIA 22903

December 3, 1976

DDA 76-6071

6 DEC 1976

804-296-0181
(FTS-937-1295)

DD/A Registry
File *Murphy*

Honorable John F. Blake
Deputy Director for Administration
Central Intelligence Agency
Washington, D. C. 20505

Dear Mr. Blake:

STATINTL

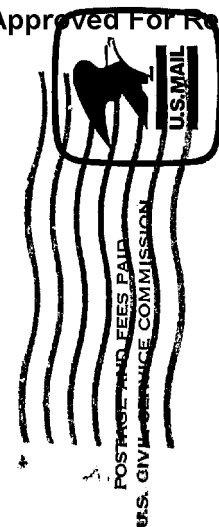
STATINTL

This letter confirms the telephone conversation between Barbara Rexrode of my staff and your secretary, [REDACTED] concerning your lodging while visiting the Institute on December 8 and 9, 1976. In our letter of December 2, we stated that you would be staying at the Holiday Inn, but arrangements have been made for you to stay here at FEI.

If you need further assistance, please feel free to call me.

Sincerely,

Tom Murphy
Thomas P. Murphy
Director



PRIORITY



U.S. CIVIL SERVICE COMMISSION
FEDERAL EXECUTIVE INSTITUTE
ROUTE 29 NORTH
CHARLOTTESVILLE, VIRGINIA 22903

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

STATINTL

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December 1976

ASSISTANT SECRETARIES PROGRAM

December 8 and 9, 1976
Federal Executive Institute

Name: JOHN F. BLAKE

Title and Mailing Address: Deputy Director for Administration
Central Intelligence Agency
Washington, D.C. 20505

Phone Number: [REDACTED]

Secretary's Name: [REDACTED]

Date and Time of Departure to Charlottesville: 12:00 Noon, 8 Dec '76

Expected Time of Arrival: 2:30 P.M.

Mode of Transportation: Personal Vehicle

Do you need Transportation? N/A

Will your spouse accompany you? Yes
No X

Date and Time of Departure to Washington, D.C.: Evening, 9 Dec '76

Mode of Transportation: Personal Vehicle

To assist us in establishing the working groups, please indicate your subject preference from among the following:

 Roles of the Assistant Secretary
 Political-Career Interface
 X Policy Formulation and Implementation

If you have any special dietary or medical requirements, please list:

 N/A

PLEASE RETURN THIS FORM TO THE FEDERAL EXECUTIVE INSTITUTE
ALONG WITH A COPY OF YOUR VITA (RETURN ENVELOPE ENCLOSED).

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STATOTHR

Approved For Release 2001/08/14 : CIA-RDP80-00473A000300020004-7

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U.S. CIVIL SERVICE COMMISSION
FEDERAL EXECUTIVE INSTITUTE

ROUTE 29 NORTH
CHARLOTTESVILLE, VIRGINIA 22903

804-296-0181
(FTS-937-1295)

October 13, 1976

Honorable Enno H. Knoche
Deputy Director
Central Intelligence Agency
Washington, D. C. 20505

Dear Mr. Knoche:

One of the missions of the Federal Executive Institute is to broaden the perspectives of federal career executives by providing them a better understanding of the roles and contributions of the political executives in our governmental system. To contribute to this learning process, the Institute is developing a series of profiles of key political executive roles.

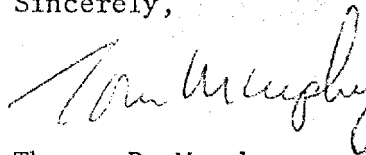
The first profile will focus on the different roles of the Assistant Secretaries. This program will compare and contrast the roles of Assistant Secretaries for administration, for program operations, and for specialized areas, in terms of their relationships to the Secretaries, to other political executives, and to the career officials in their departments.

We would hope to deal with a number of areas, including:

1. The relationship of Assistant Secretary level executives to agency heads and deputies
2. The spectrum of Assistant Secretary roles
3. The political/career interface
 - problems and opportunities
 - linking the career bureaucracy with the White House on objectives and action
4. The impact of central management policy approaches
 - OMB, CSC, GSA, and GAO interface
 - the Secretary's policies
5. The management concepts, instruments, and techniques which you have found most useful in these relationships
6. The impact of non-governmental influences and clienteles
7. The problem of policy implementation

We plan to hold this program on Wednesday afternoon, December 8 and Thursday, December 9. We are inviting a select group of twelve key Assistant Secretaries and several executives at the agency head and deputy level to participate. We are pleased you may be able to join us. Don Nuechterlein will be in further touch with you as we develop the details of the program.

Sincerely,

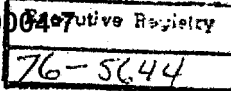
A handwritten signature in cursive script, appearing to read "Tom Murphy".

Thomas P. Murphy
Director

cc: Donald Nuechterlein



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U.S. CIVIL SERVICE COMMISSION
FEDERAL EXECUTIVE INSTITUTE

ROUTE 29 NORTH
CHARLOTTESVILLE, VIRGINIA 22903

804-296-0181
(FTS-937-1295)

November 11, 1976

Honorable Enno H. Knoche
Deputy Director
Central Intelligence Agency
Washington, D. C. 20505

Murphy

Dear Mr. Knoche:

We are now finalizing plans for the Assistant Secretaries workshop on December 8 and 9. Enclosed is an information request which will be used for planning purposes and to facilitate your logistics.

As we indicated from the beginning, the outcome of the election does not affect the professional purposes of this workshop or our plans to videotape segments of the program and to publish a monograph on the roles and relationships of Assistant Secretaries.

Since part of the program will be conducted in work groups, we thought it might be helpful to suggest some questions which might be used to focus your discussions. A set of questions developed by our faculty is enclosed for your review. Also, if you have any special reactions to these questions and their utility for the program, we would, of course, welcome your comments. We will forward more program details and a list of participants shortly.

For travel purposes, however, we will kick off at 3:00 p.m. on Wednesday, December 8, and close out at 4:30 p.m. on Thursday, December 9. Dinner will be available for those who desire to take the 6:25 p.m. Piedmont Airlines flight back to Washington on the 9th. The auto trip from Washington takes just a little over two hours.

We have every reason to expect an enjoyable as well as a productive day and a half and look forward to your participation.

Sincerely,

Tom Murphy

Thomas P. Murphy
Director

Enclosures (3)

Approved For Release 2001/08/14 : CIA-RDP80-00473A000300020004-7

ASSISTANT SECRETARY PROGRAM
PARTICIPANTS

(confirmed*)

Robert E. Hampton
Chairman
U.S. Civil Service Commission

J. Paul Bolduc
Assistant Secretary for Administration
U.S. Department of Agriculture

John L. Ottina
Assistant Secretary for Administration
and Management
Office of the Secretary
Department of Health, Education & Welfare

Warren F. Brecht
Assistant Secretary (Administration)
Department of the Treasury

Betsy Ancker-Johnson
Assistant Secretary for Science and Technology
Department of Commerce

Roger W. Hooker, Jr.
Assistant Secretary for Congressional and
Intergovernmental Affairs
Department of Transportation

Sol Mosher
Assistant Secretary for Legislative Affairs
Department of Housing & Urban Development

William A. Morrill
Assistant Secretary for Planning and Evaluation
Department of Health, Education and Welfare

Judith T. Connor
Assistant Secretary for Congressional and
Intergovernmental Affairs
Department of Transportation

Alvin L. Alm
Assistant Administrator for Planning and Management
Environmental Protection Agency

John D. Young
Assistant Secretary (Comptroller)
Department of Health, Education and Welfare

Charles J. Orlebeke
Assistant Secretary for Policy Development & Research
Department of Housing and Urban Development

Michael H. Moscow
Under Secretary
Department of Labor

John B. Rhinelanders
Under Secretary
Department of Housing and Urban Development

Enno H. Knoche
Deputy Director
Central Intelligence Agency

David P. Taylor
Assistant Secretary of Defense for Manpower and
Reserve Affairs
Department of Defense

Theodore Cooper
Assistant Secretary for Health
Department of Health, Education & Welfare

William H. Kolberg
Assistant Secretary for Employment and Training
Department of Labor

John Richardson
Assistant Secretary of State for Education and
Cultural Affairs
Department of State

David Mosso
Fiscal Assistant Secretary
Department of the Treasury

Samuel W. Lewis
Assistant Secretary for International Organization
Affairs
Department of State

Richard L. Feltner
Assistant Secretary for Marketing and Consumer
Services
Department of Agriculture

* Several other Assistant Secretaries are still trying to work out their participation and are not listed.

POLITICAL/CAREER INTERFACE

1. What were your expectations of career bureaucrats prior to taking your appointment?
2. How have these been affirmed or refuted in terms of impact on the accomplishments of your organization?
3. Describe how Federal personnel regulations and systems helped or hindered your relationships with careerists and management effectiveness.
4. What are the biggest problems you have in dealing with career people? What are the most successful ways you have discovered to deal with those problems?
5. How would you rate the Federal career employee in comparison with the career employee in your previous organizational affiliation?
6. What do you think are the biggest problems career people have in dealing with you?
7. What do you consider to be the major apolitical/career interface problems in your agency?
8. Do "supergrades" have more political sophistication than other levels of the civil service bureaucracy? Why? Why not?
9. Has the current "anti-bureaucracy" environment had an impact on the morale and productivity of your people? In what ways can this anti-bureaucratic environment be dealt with?

10. What criteria should be used by a political appointee to appraise the performance of a career civil servant?
11. Whether you are a political or a career executive, to what extent do you see yourself operating in the "boundary layer" between these two groups?
12. How can Assistant Secretaries better serve as "bridge" between the career bureaucracy and the White House in defining objectives and formulating plans of action?
13. What kinds of problems do you encounter in dealing with your political superiors (or peers, and subordinates)? How have you been able to deal most productively with those problems?
14. How does the growing institutionalization of the White House staff over several presidencies impact on you and your career supergrades?
15. How has the development of legislature agencies such as OTA, CBO, and GAO impacted on your role?
16. What, in your opinion, is the most important advice you could give on the subject of the political/career interface to someone about to enter a role similar to yours?

POLICY FORMULATION AND PROGRAM IMPLEMENTATION

1. What are the most difficult problems for someone in your role to deal with around the issue of policy formulation?
2. What are the strategy/tactics you have found to be most productive in dealing with these problems?
3. Have public interest or special interest groups had an impact on policy formulation?
4. How deeply does policy-making extend in your organization?
5. What have been your best sources of guidance in policy making? Are they constraining or facilitating?
6. How are policies best communicated in a Federal governmental organization?
7. How should Federal policies and programs be evaluated as to their effectiveness and efficiency? Assess the capabilities of each evaluative mechanism for your kind of program, e.g., Congressional Committees, CBO, GAO, Internal Auditors, the Secretary's Office, the Assistant Secretary for Administration, etc.
8. What, in your experience, have been the most difficult problems for you to deal with around the issue of program implementation? What have you been able to do that worked well? What things didn't seem to work well?

9. What is the impact of non-governmental influences and clienteles on your implementation process?
10. Are you satisfied with the techniques and/or strategies used for evaluating programs in your department? Why or why not?
11. How positively and/or negatively do the central management agencies (OMB, CSC, GSA) impact on your implementation process?
12. How do you monitor your implementation process?
13. How do state and local agencies facilitate and/or create problems in your implementation process?
14. Does the relatively short length of time the political executives stay in office detract seriously from program effectiveness? What could be done to ameliorate this impact?
15. What, in your opinion, has been the most helpful thing done to insure a smooth meshing of policy formulation activities and program implementation activities?

THE SPECTRUM OF THE ASSISTANT SECRETARY ROLE(S)

1. Before entering your present position, what was the role expectation you held of the job you are now in? What were the sources of information you used in developing that set of role expectations? Did they provide you with timely, useful, and accurate picture of the job before you entered into it?
2. How essential is an orientation program prior to the assumption of a policy level position such as yours in the Federal government? Are there other alternatives to accomplish this need?
3. After entering the job, what influenced development of the set of role expectations you now have?
4. Are the role understandings you have today materially different from those you held upon entry into this job? In what ways?
5. Are there significant other officials who have role expectations of you? In what ways are those role expectations similar to yours, and in what ways do they differ from yours?
6. Does this difference cause you problems?
7. How do you know what their views are?
8. What methods have you found to be particularly useful in dealing productively with the role expectations others have of you? What coping behaviors have you developed?

9. What are the major obstacles to success in your role? And what are the counter measures available to combat them?
10. What are the major facilitating factors available to assist in the achievement of your objectives and goals?
11. How has your role as an Assistant Secretary differed from the roles of other Assistant Secretaries in your department? In other department?
12. How does your role differ from that of a Bureau Head, an administrator, or an Agency Head in your department?
13. Do any of your subordinates have powers delegated directly to them by legislation? Does that situation affect the roles of any other Assistant Secretaries in your department?
14. What have been the major differences between your role in the Federal government and your role in your previous organizational affiliation?
15. What have you most enjoyed from your role as Assistant Secretary during your period of office?
16. What have you least enjoyed from your role as Assistant Secretary?
17. What advice would you give to someone who was going to fill your role for the next two years? Personal? Systemic? Family?

SENDER WILL CHECK CLASSIFICATION TOP AND BOTTOM

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<input type="checkbox"/>	APPROVAL	<input type="checkbox"/>	DISPATCH	<input type="checkbox"/>	RECOMMENDATION
<input type="checkbox"/>	COMMENT	<input type="checkbox"/>	FILE	<input type="checkbox"/>	RETURN
<input type="checkbox"/>	CONCURRENCE	<input type="checkbox"/>	INFORMATION	<input type="checkbox"/>	SIGNATURE

Remarks:

*Please file w/other papers
related to subject matter.*

*Thanks
dl*

FOLD HERE TO RETURN TO SENDER

FROM: NAME, ADDRESS AND PHONE NO.	DATE

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U.S. CIVIL SERVICE COMMISSION
FEDERAL EXECUTIVE INSTITUTE

ROUTE 29 NORTH
CHARLOTTESVILLE, VIRGINIA 22903

December 2, 1976

• Honorable John F. Blake •
Deputy Director for Administration
Central Intelligence Agency
Washington, D. C. 20505

Dear Mr. Blake:

This will be our final written communication with you prior to the workshop on December 8 and 9. As you will see from the enclosed program outline, we have planned a full day and a half of discussion on the three foci of the workshop: roles of the Assistant Secretary; political-career interface; and policy formulation and implementation. Plenary sessions will be videotaped, and small group discussions will be audiotaped. Also, for your information we have enclosed an updated roster of participants.

Your office has advised that you plan to drive to Charlottesville. The enclosed map may assist you in locating the Institute, which is about one block south of the intersections of Routes 29 and 250 By-Pass on the right-hand side of the highway.

*CHANGING
QUARTERS
AT
F&I* { You will be housed at the Holiday Inn on Route 29 on Wednesday night. The Holiday Inn is on the left-hand side of the highway, just north of the Routes 29 and 250 By-Pass intersection approximately two blocks from the Institute. Please feel free to check in at the Holiday Inn prior to your arrival at the Institute. The telephone number there is (804) 293-9111.

Dress for the entire session will be casual. If you need to be reached by your office during working hours, please have your secretary call (804) 296-0184 (commercial) or 937-1299 (FTS). Messages will be taken by my secretary and delivered as soon as possible. We will keep that phone covered until 8:00 p.m. For emergencies after 8:00 p.m., the phone number to be used at the Institute is (804) 296-0181. Messages will be taken by an answering service and relayed

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the following morning to the Institute. In the event of a dire personal or official emergency, the answering service will request that the local police department deliver the message. You could additionally be reached at the Holiday Inn after the program concludes on Wednesday evening.

I trust the enclosed reprint of the article by my predecessor, Chester A. Newland, will provide you further information on the general programs of the Institute.

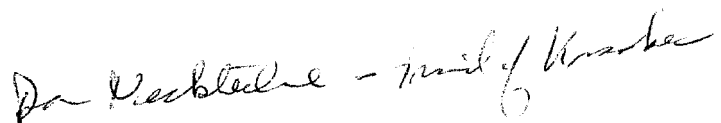
If you should have any questions, please do not hesitate to contact me directly or have your office contact Nancy Dalton at the numbers provided.

Sincerely,



Thomas P. Murphy
Director

Enclosures (4)



FPTA

DOC —

CIT

DoA —

D/ARMY

DoL —

DoT —

HEW —

GAO

DoN

DoTRE. —

HUD —

WHITE HOUSE

DoS —

DoJ —

DoD —

THE PRESIDENT'S PROGRAM DIRECTORS: THE ASSISTANT SECRETARIES
December 8 and 9, 1976
PARTICIPANTS LISTED BY DEPARTMENT/AGENCY

AGRICULTURE

J. PAUL BOLDUC
(Assistant Secretary for
Administration)
RICHARD L. FELTNER
(Assistant Secretary for
Marketing & Consumer Affairs)

ARMY

DONALD G. BROTZMAN
(Assistant Secretary of the
Army - Manpower & Reserve
Affairs)

CENTRAL INTELLIGENCE AGENCY

JOHN F. BLAKE
(Deputy Director for
Administration)

DEFENSE

DAVID P. TAYLOR
(Assistant Secretary of Defense
for Manpower & Reserve Affairs)

ENVIRONMENTAL PROTECTION AGENCY

ALVIN L. ALM
(Assistant Administrator for
Planning & Management)

GENERAL ACCOUNTING OFFICE

PAUL G. DEMBLING
(General Counsel)

DEPARTMENT OF HEALTH, EDUCATION &
WELFARE

THEODORE COOPER
(Assistant Secretary for Health)
WILLIAM A. MORRILL
(Assistant Secretary for Planning
& Evaluation)
JOHN B. OTTINA
(Assistant Secretary for Admini-
stration & Management)
JOHN D. YOUNG
(Assistant Secretary -
Comptroller)

DEPARTMENT OF HOUSING & URBAN
DEVELOPMENT

CHARLES J. ORLEBEKE
(Assistant Secretary for
Policy Development & Research)
JOHN B. RHINELANDER
(Under Secretary)

JUSTICE

ANTONIN SCALIA
(Assistant Attorney General,
Office of Legal Counsel)

LABOR

FRED G. CLARK
(Assistant Secretary for
Administration & Management)
WILLIAM H. KOLBERG
(Assistant Secretary for
Employment & Training)
MICHAEL H. MOSKOW
(Under Secretary)

NAVY

DAVID R. MACDONALD
(Under Secretary of the Navy)

STATE

JOHN RICHARDSON, JR.
(Assistant Secretary of State
for Educational & Cultural
Affairs)

TRANSPORTATION

JUDITH T. CONNOR
(Assistant Secretary for
Environment, Safety & Consumer
Affairs)
ROGER W. HOOKER, JR.
(Assistant Secretary for
Congressional & Intergovernmental
Affairs)

TREASURY

DAVID MOSSO
(Fiscal Assistant Secretary)

AMERICAN UNIVERSITY

ROBERT P. BOYNTON
(Prof. of Govt. & Pub. Adm.)

THE WHITE HOUSE

DAVID A. GALE, JR.
(Assistant Director for Operations)

EDUCATIONAL OVERVIEW OF PARTICIPANTS

ACCOUNTING

AGRICULTURAL ECONOMICS

BUSINESS ADMINISTRATION (3)

ECONOMICS (3)

EDUCATIONAL PSYCHOLOGY

ENGLISH

INTERNATIONAL RELATIONS

LAW (7)

MEDICINE

PHYSIOLOGY

POLITICAL SCIENCE (2)

PUBLIC GOVERNMENT ADMINISTRATION (5)

SOCIAL SCIENCE

12/2/76

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THE PRESIDENT'S PROGRAM DIRECTORS: THE ASSISTANT SECRETARIES

December 8 and 9, 1976

Federal Executive Institute
Charlottesville, Virginia

Program Objectives: Sharing of experiences by Assistant Secretaries to enhance their linkages and pass on what they learned
Facilitate our ability to communicate political executive views to career executives attending FEI

Program Foci: Roles of the Assistant Secretary
Political-Career Interface
Policy Formulation and Implementation

SCHEDULE

WEDNESDAY, December 8, 1976

1:30 p.m. - 3:00 p.m.	Arrival and Registration (Main Lobby)
3:00 p.m. - 3:30 p.m.	Welcome and Introduction (Old Dominion Room)
	Thomas P. Murphy, Director, FEI
	1. The problem of orientation of political executives and description of approach taken re political orientation in recent years
	2. Importance of Political-Career Executive interface
	3. FEI role expanding into executive development for political as well as career executives
3:30 p.m. - 5:15 p.m.	Discussion of "Roles of the Assistant Secretary" in Executive Learning Teams (Albemarle A, Albemarle B, Monroe Room)
5:15 p.m. - 6:00 p.m.	Social (Library)
6:00 p.m. - 7:15 p.m.	Dinner (Rotunda Room)
7:30 p.m. - 9:00 p.m.	Executive Learning Team Reports to the Plenary on "Roles of the Assistant Secretary" - Discussion (Old Dominion Room)
9:00 p.m. - 11:00 p.m. and	Informal Discussion and Social Period (Monroe Room)
9:15 p.m. - 10:15 p.m.	Videotape on the President's Cabinet--Optional (featuring D. Rusk, A. Harriman, R. Weaver, W. Cohen, C. Wick, J. F. Kennedy) (Albemarle Room)

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THURSDAY, December 9, 1976

7:00 a.m. - 8:00 a.m.	Breakfast (Rotunda Room)
8:15 a.m. - 8:30 a.m.	Explanation of Themes for the Day Thomas P. Murphy, Director, FEI (Old Dominion Room)
8:30 a.m. - 9:15 a.m.	"Political-Career Interface" John B. Rhineland, Under Secretary Department of Housing and Urban Development (Old Dominion Room)
9:30 a.m. - 11:00 a.m.	Discussion of "Political-Career Interface" in Executive Learning Teams (Albemarle A, Albemarle B, Monroe Room)
11:00 a.m. - 12:00 noon	Executive Learning Team Reports to the Plenary on "Political-Career Interface" - Discussion (Old Dominion Room)
12:00 noon - 12:45 p.m.	Lunch (Rotunda Room)
12:45 p.m. - 1:00 p.m.	Group Photograph (Assemble in Main Lobby) (Dress Casual)
1:00 p.m. - 1:45 p.m.	"Role of Assistant Secretaries in Policy Formulation and Implementation" Michael H. Moskow, Under Secretary Department of Labor (Old Dominion Room)
2:00 p.m. - 3:00 p.m.	Discussion of "Policy Formulation and Implementation" in Executive Learning Teams (Albemarle A, Albemarle B, and Monroe Room)
3:00 p.m. - 4:00 p.m.	Executive Learning Team Reports to the Plenary on "Policy Formulation and Implementation" - Discussion (Old Dominion Room)
4:00 p.m. - 4:30 p.m.	Summary and Wrap-Up (Old Dominion Room)

Thomas P. Murphy, Director, FEI
Patrick J. Conklin, Associate Director, FEI
Robert Boynton, American University

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AGRICULTURAL - 11

LABOR - 11

HUD - 11

~~UNDER SECRET~~

12/2/76

~~24 APPENDICES~~

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~~AGENCIES~~

ADVANCE ROSTER

~~ENTITIES ETC - 1 CONGRESSIONAL - 40~~
~~CABINET ETC~~

THE PRESIDENT'S PROGRAM DIRECTORS: THE ASSISTANT SECRETARIES

December 8 and 9, 1976

~~16 HAVE TITLES OFFICE SEC.~~

at the

~~1 FEEDBACKS~~

Federal Executive Institute
U. S. Civil Service Commission

~~3 INDIVIDUALS IN AGENCIES~~
~~EPA - 644 - 610~~

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New programs, new look . . .



THE FEDERAL EXECUTIVE INSTITUTE

by CHESTER A. NEWLAND, Director, Federal Executive Institute, CSC



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(Reprinted from CIVIL SERVICE JOURNAL, January-March, 1974 issue.)

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WHEN the Federal Executive Institute was established in Charlottesville, Va., by Presidential order on May 9, 1968, its purpose was clear. As an interagency facility of the U.S. Civil Service Commission, it was created to serve the training and development requirements of high-level Federal executives, primarily at grade levels of GS-16 and above, or equivalent.

While its mission was clear, the development of programs to accomplish the Institute's purposes was uniquely challenging.

Select Clientele

Consider the clientele for whom programs and a learning environment were to be tailored. The Institute works primarily with the individual executives who number only one half of one percent of civil servants at the top of a civilian work force of 2.7 million. As the "admirals" and "generals" of the civil service, these executives fill responsible leadership positions in a multitude of specialized and general fields of governmental activity.

Most have been promoted to high leadership positions after successful service in highly specialized career fields, and over 80 percent are responsible for program management. All are successful individuals, faced with heavy responsibilities for the future of effective, democratic government in an age of high technology, rapid change, and social complexity.

Certainly, no "back to the drawing board" concept is permissible here. These men and women are highly competent, well-informed, and responsible; they are people with flexible, active minds. They do not require training in the ordinary sense.

During the Institute's first 5 years, it met much of the difficult challenge of executive education through an 8-week residential program that focused attention on national needs and priorities, the totality of the governmental system, and managerial processes. This experience provided opportunities for some breadth and depth in study by executives.

FEL capacity was limited, however, to a relatively small percentage of executives - a total of 240 to 300 each year in four or five 8-week sessions. Once established, some 1-week programs on important issues were added to extend FEL's service to the executive community.

New Programs

With five years of experience behind it, some major changes are planned in FEL programs scheduled for FY 1975. These changes are required largely because of the high turnover and mobility in executive ranks and because of a need for increased executive insight into their roles and the government's requirements for improved management. Institute programs now need to reach more executives, and they particularly need to serve present needs of persons who are entering executive levels of service for the first time.

FEL's new programs will provide greater diversity in offerings, and they will permit 40 percent more executives to be served annually in major courses at the Charlottesville facility.

The new programs at FEL in FY 1975 are these:

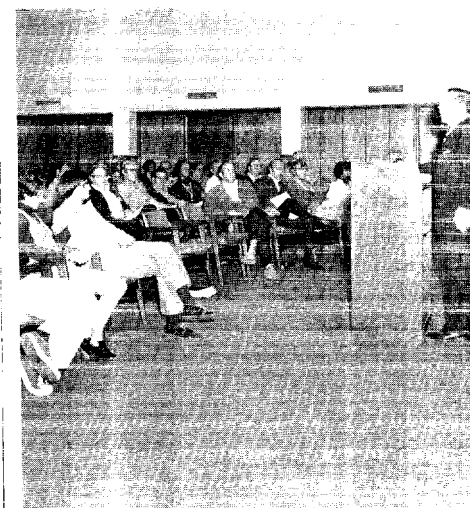
[] Four sessions of a new 3-week Executive Leadership and Management Program, designed to serve the needs of Federal executives at the critical time of transition into positions at levels of GS-16 and above.

[] Four sessions of a seven-week Senior Executive Education Program, designed like the present 8-week program with a wide array of options to meet varied educational needs of government executives.

[] Eight 1-week courses focusing on single issues.

[] FEL Alumni Follow-On Conferences for continuing education.

While these programs represent major changes to meet current executive development needs, they are firmly based in FEL's 5 years of experience in executive education. That experience teaches that education for executive leadership in the Federal service must be in touch with the



ON THE FRONT COVER is the entrance to the main building at the Federal Executive Institute in Charlottesville, Va. THIS PAGE, TOP, executives attending an FEL program get in some study time on their own; BOTTOM, a lecturer is shown in action before a group of executives in a class session.

hard realities of the political and administrative processes of democratic government.

There must be an appreciation that democracy in America is an essentially ambiguous process, in which goals and values can be realized in a multitude of different ways. Diffusion of responsibility is thus a most basic concept of administration.

Theory and Reality Linked

While this is sound theory, it is also congruent with reality, which is situationally complex and multi-dimensional to the point that concentrated power systems are technologically obsolete.

Training and development systems—most particularly for executives—cannot safely ignore these elementary conclusions derived from American experience. To manage successfully in government, executives must understand the realities of diffusion of power and responsibility and the growing emphasis on processes and on fluid, functional relationships in government organizations. They must be able to function effectively in systems of recognized interdependence—systems characterized by institutionalized, generated change.

In formulating executive training strategies, an essential task is to help participants share in this ambiguous, dynamic, exhilarating reality, and to avoid cutting learning off from it.

In some respects, the broader field of public administration has done just the opposite: separated itself for many years from mainstreams of American culture in order to escape ambiguities, and in an effort to achieve narrow efficiencies.

While efficiency is essential, major attention in executive education must be focused on goals, objectives, and priorities—on questions of effectiveness—doing the right things. When objectives are in focus, attention can be turned profitably to efficiency—doing things right.

To accomplish that, some study must be devoted to the classic areas of administrative management—budget, personnel, property, and in-

formation. But greater attention is needed to program/project management:

☐ Objective setting, planning, resource assembly, and priorities allocation.

☐ Program design, tracking, and evaluation.

☐ Personnel and organizational mobilization, actualization, coordination, and change.

Considering, then, this point of view, and the diversity found among the executives in attendance at FEI and their organizational milieus, educational objectives must be established and shared with *individual* executives.

In short, the learning process at FEI is very largely one of setting individual objectives, planning for their accomplishment, implementing individual learning programs, monitoring progress toward objectives, evaluating results, and formulating new or revised objectives. The aim of the Institute is to provide an open learning environment to facilitate that individual process of executive development.

Executive Effectiveness

To assist executives in this learning process, several criteria common to executive effectiveness have been identified as the basis of the Institute's curricula.

One category of these criteria deals with the environment of Federal executive effectiveness, that is, with national needs and goals and with the governmental system. The focus here is on social, political, and governmental forces . . . on public policies and missions . . . administrative organization, processes, and behavior . . . alternative organization and management models and behavior . . . and on Federal executive roles and executive manpower systems.

A second category of executive effectiveness criteria goes into management systems and processes, the executive-level managerial skills listed above.

A third category of effectiveness emphasized in FEI's curriculum focuses on the personal management

skills of executives. Work in this area deals with self-assessment and self-renewal, leadership styles and skills, communication skills, counseling and coaching skills, and organization change and development skills.

The range of objectives that an executive can establish and accomplish in a given FEI program depends very much on the individual, but it is also determined by the length and design of the program. That is the reason for the increased diversity in Institute programs for FY 1975. Each of these major programs is described below.

Executive Leadership and Management Program

This new 3-week residential program is designed to serve developmental needs of the executive at the critical time of initial entry into a Federal Government position at a grade level of GS-16 and above (or equivalent positions in other pay systems). As contrasted with the longer Senior Executive Education Program, which provides opportunities for both breadth and depth of study in a wide variety of course options relevant to executive effectiveness, this program concentrates on a few dimensions of values, knowledge, and skills that are of the most crucial concern to individuals at the time of transition to executive ranks and in the early stages of high-level Federal Government responsibilities.

The principal focus of the program is on executive roles. Because of this orientation to transition problems and expectations of the executive, the course is open to executives only within 18 months after their movement into the supergrade ranks. Executives in both career and noncareer assignments are eligible, and special attention is given in this course to those executives who are either new to the Federal Government or making their first move into executive ranks after long-time Federal service.

From an institutional perspective, objectives of this program are:

☐ To acquaint new Federal executives with their roles—the expectations of them in their new positions

of Government leadership and to provide them with knowledge of the resources available to help them in carrying out their responsibilities and in continuing their personal development.

|| To acquaint new Federal executives with current and emerging concepts and practices in both administrative and program management in the Federal Government as they pertain to executive job performance.

|| To acquaint new executives with the organization and processes of the Federal Government as they pertain to executive job performance.

|| To assist individual executives in identifying their strengths and needs and in setting objectives for continued personal development on the job, with particular attention to management skills.

Basic components of this program are as follows:

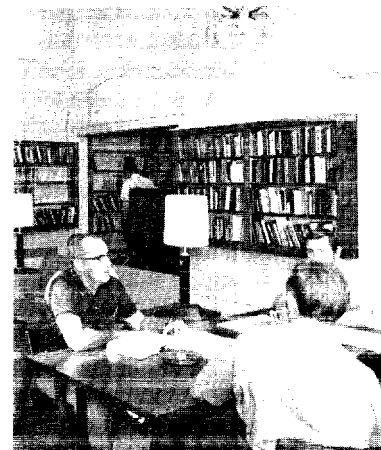
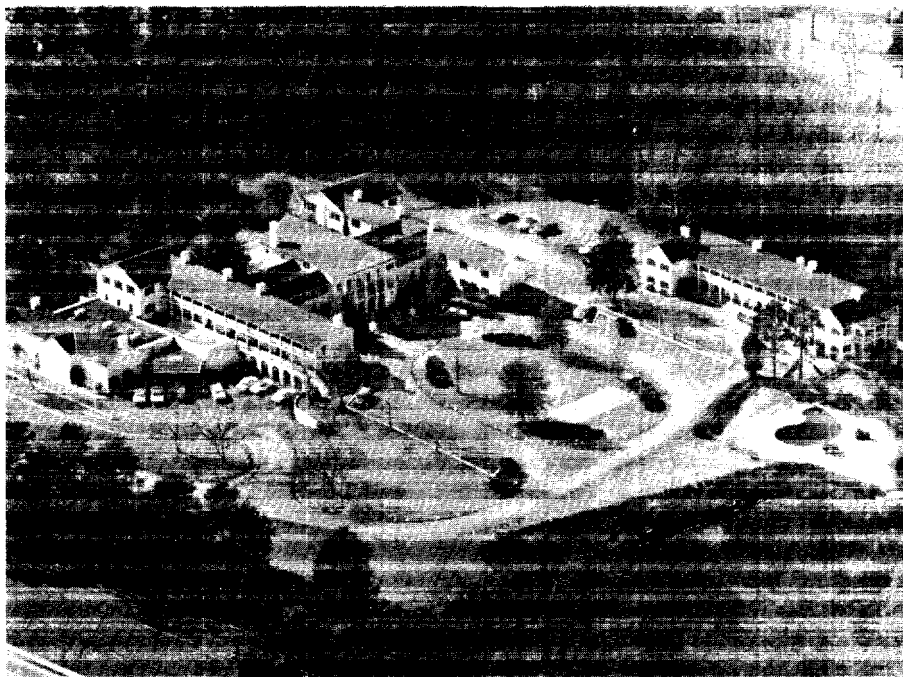
Week One: Individual Assessment and Goal Setting; and Executive Roles and the Context of Public Administration Concepts and Practices.

Week Two: Executive Leadership Models and Behavior; and Federal Organization and Management Systems and Practices.

Week Three: Policy Program and Management Workshop Options—Program Management and Evaluation; Organizational and Personal Change; Administrative Management and Central Management-Agency Functions and Processes; Federal Institutions and Policy Processes; Interpersonal Effectiveness and Organizational Behavior; National Needs and Priorities Assessment; and Personal Role Assessment and Goal-Setting.

This program is scheduled four times during FY 1975: July 15-August 2, 1974; August 12-30, 1974; January 6-24, 1975; and January 27-February 14, 1975.

As in the case of the 7-week program, share sales will be allocated to agencies to cover costs of executive attendance at the Executive Leadership and Management Program. The charge for each share in the 3-week program for FY 1975 has been set



AT THE TOP is an aerial view of the FEI facilities, where executives can take advantage of first-rate residential programs of study—away from the pressures of their everyday responsibilities. ABOVE LEFT, the FEI provides food for thought, too. ABOVE RIGHT, sharing ideas in a relaxed setting is an important part of the learning process.

at \$1,100, which will cover all costs associated with FEI attendance except for travel and a very small per diem for incidental personal expenses.

Senior Executive Education Program

The Senior Executive Education Program is designed to meet varied educational development needs of senior executives and new executives who have had extended experience in government or as executives outside the Federal service. The program is structured in a way that encourages:

- | | Exchange of learning from the diverse experiences of executives.

- | | Individual assessment of self and objective-setting.

- | | Both variety and depth in the study of specific topics of executive concern in the Federal Government—for example, the external and internal environment of Federal executive effectiveness, management systems and processes, and managerial skills.

- | | Self-renewal for experienced executives.

Basic components of this 7-week program are as follows:

Week One (Group and Individual Study): The Individual Executive—Self-Assessment and Objective-Setting.

Week Two (Workshops): The Individual Executive and Organizational Behavior—Leadership Models and Behavior and Executive Roles.

Weeks Three through Six (Seminars, Workshops, and Field Trips): The Individual Executive in Relation to (1) The Environments of Executive Effectiveness; (2) Management Systems and Processes; and (3) Personal Management Skills. A wide range of options for study is provided on such topics as Management by Objectives; Economics for Public Executives; The New Federalism and State and Local Government; Civil-Military Relations and Policymaking Processes; Decisionmaking in U.S. Foreign Policy; Blacks in America; Labor-Management Relations; Science and Technology Management; Organizational and Personal Development;

Urban Problems; and Resources Policy and Management.

Week Seven (Group and Individual Study): Reassessment of Objectives and Results; National Needs and Priorities; and Planning for Applications of Learning on the Job.

This program is scheduled four different times in FY 1975: September 8-October 25, 1974; October 30-December 17, 1974; March 2-April 18, 1975; and May 4-June 30, 1975.

Selection criteria for executive participation in the program will remain the same as for the 8-week sequence currently offered. The program is designed for executives in grades GS-16 and above (or equivalent in other pay systems), with those in both career and noncareer assignments eligible. Occasionally GS-15's will be enrolled, but they will be examined by CSC's Bureau of Executive Manpower on a case-by-case basis, and an individual will be considered for enrollment only when a special executive development need exists in an agency and when the enrollment would improve the composition of the FEI session.

As in the past, shares will be allocated to agencies to cover costs of executive attendance at this program. The charge for each share in the 7-week Senior Executive Education Program for FY 1975 has been set at \$2,500, which will cover all costs associated with FEI attendance except for travel and a very small per diem for incidental personal expenses. The tuition will cover program costs, reading materials, private bedroom, and all meals at FEI.

One-Week and Follow-On Programs

Eight 1-week residential courses are scheduled at the Federal Executive Institute for FY 1975. These courses are open both to FEI alumni and to others at GS-16 levels and above. Detailed announcements of these short courses are sent to each agency representative 6 to 8 weeks prior to the opening of a course, and descriptions of these courses are also included in the *FEI 1974-1975 Bulletin*. Nominations for the short



SMALL WORKSHOPS promote a free exchange of thinking about the nature of executive roles—a fundamental ingredient of the FEI experience.

courses are sent directly to the FEI Registrar.

Short courses scheduled for FY 1975 are these: Organization Development and Multi-Team Building, offered twice, July 7-12, 1974, and April 20-25, 1975; Management by Objectives, offered twice, August 5-9, 1974, and June 23-27, 1975; Program Management and Evaluation, April 20-25, 1975; National Needs and Priorities, offered twice, August 5-9, 1974, and June 23-27, 1975; and a Top Management Seminar for GS-18's only, February 24-28, 1975.

FEI Alumni Follow-On Conferences at 2½ and 3 days are scheduled in Charlottesville for four dates during FY 1975. These conferences are intended to assist graduates of the Senior Executive Education Program in assessment of continued learning and in new goal-setting. In addition, an annual Executive Development Conference will be scheduled in Washington, D.C., in cooperation with the Bureau of Executive Manpower and the FEI Alumni Association, to provide opportunities for continued assessment and learning by graduates of all FEI programs.

FEI Directions in FY 1975

The FEI programs scheduled for FY 1975 are designed to serve a variety of needs of different Federal

Government agencies and the important executives who lead them. In an educational endeavor like FEI's, goals, objectives, and priorities need to be specified and shared. This is a difficult problem for FEI, however, because each executive comes from a different setting, brings a different set of background experiences and skills, views the world somewhat differently, and has different goals, learning objectives, and priorities.

The FEI approach to solving this problem has been to make the learning process a highly individualized

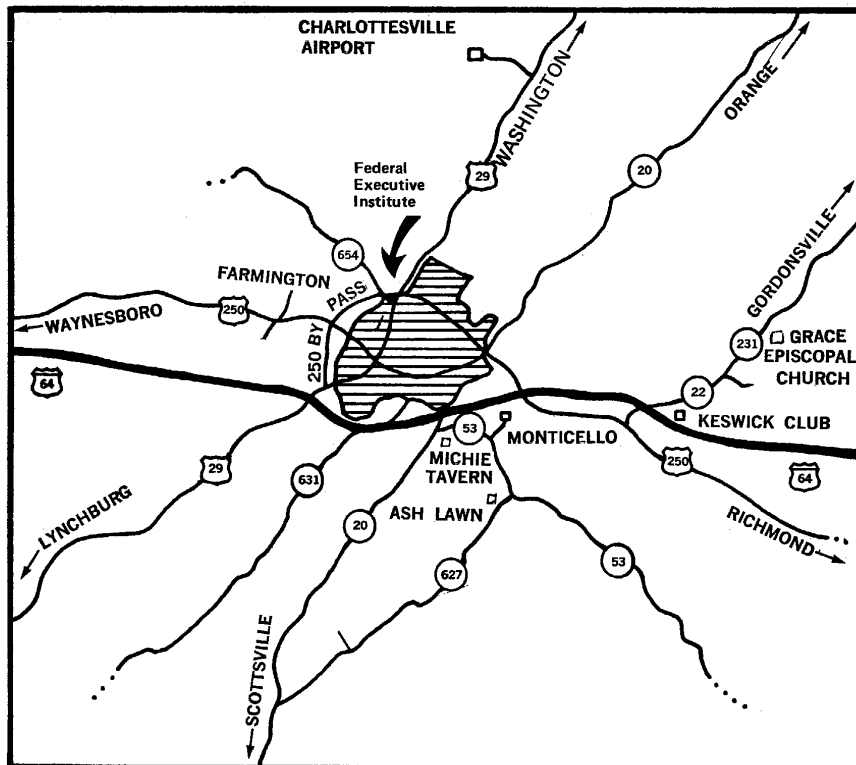
one, whatever the program in which it occurs. Individual objectives and accomplishments are, of course, evaluated in terms both of agency needs and of the high expectations that a democracy has of those entrusted with public leadership. The great values of constitutional democracy—dignity of the person and a rule of law or reasonableness—run through all Institute activities. But ultimately, those most basic values, like the many government objectives that may help to sustain them, require sensitive and competent public leadership.

This is the requirement that has led to the important and high-priority effort of the Office of Management and Budget to upgrade the quality of leadership throughout the Government through executive development, an effort of which FEI is strongly supportive.

For it is here at FEI that the broad-scale concept of quality leadership is applied to the operative level of *individual* executives. Important as concepts may be, it is entirely clear that they have little value without the executive talents to carry them out. #

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CHARLOTTESVILLE - ALBEMARLE AREA



FEDERAL EXECUTIVE INSTITUTE

ROUTE 29 NORTH

CHARLOTTESVILLE, VIRGINIA

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